

DOCUMENT RESUME

ED 400 618

EA 028 013

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TITLE Democracy and the Arts of Schooling.
REPORT NO ISBN-0-7914-2722-6
PUB DATE 95
NOTE 304p.
AVAILABLE FROM State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-2722-6; cloth: ISBN-0-7914-2721-8).
PUB TYPE Books (010) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Aesthetic Education; *Aesthetic Values; *Democratic Values; Educational Assessment; Educational Objectives; Elementary Secondary Education; Learning Strategies; School Desegregation; *School Restructuring; *Socialization; Social Values

ABSTRACT

Contemporary societies use schools and schooling to socialize their young and only by deliberate attention to the aesthetic quality of the experiences of learning will learning actually occur. Following the introductory chapter, chapter 2 describes how aesthetic quality in learning experience is dependent on establishing democratic social conditions. Chapter 3 discusses what is involved in learning, why some educational goals are unrealistic, and why certain kinds of dispositions are worth aiming for because they are justifiable and achievable. Chapter 4 examines the nature of the aesthetic and discusses the particular educational conditions that are likely to foster aesthetic quality in students' experience. Chapters 5 and 6 show how the aesthetic is related to matters as diverse as the pursuit of curiosity, problem solving, lectures, creativity, and repetitive-drill work. The sixth chapter shows how the achievement of high-quality experience in a social setting can advance the legitimate goals of socialization as well as education. Chapter 7 describes how socialization can be improved and offers examples of schools that have successfully provided students with both education and a democratic kind of socialization. The eighth chapter describes how the purpose of the school system is incompatible with education and why education-reform movements that focus on improving the system are irrelevant to education. Chapter 9 illustrates why the system of standardized testing of students must be abolished and proposes broad changes in the ways that teachers are educated, trained, placed in their jobs, and organized. The 10th chapter explains why segregated schools cannot be good schools, whether they are located in ghettos or in wealthy suburbs. It offers suggestions for how the young can be educated through selected work experiences as an alternative to full-time academic study. An index and chapter notes are provided. (LMI)

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